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ABSTRACT

This book demonstrates that liberal policy cannot adequately address deep-seated assumptions and traditional practices that undermine minorities and women in schools. Chapters focus on educational policy and its implementation at all levels of school politics in the United States, Australia, and Israel. Part 1, "Cutting Across Race and Gender," includes the following: (1) "Demographic Politics and American Schools: Struggles for Power and Justice" (James Gordon Ward); (2) "Categorical Wars: Zero-Sum Politics and School Finance" (Thomas Timar and Dale Shimasaki); (3) "Accountability, Invisibility, and the Politics of Numbers: School Report Cards and Race" (Carolyn D. Herrington); (4) "Race, Ideology, and the Battle over Curriculum" (Caroline B. Cody, Arthur Woodward, and David Elliott); (5) "The Micro-Politics of Student Voices: Moving from Diversity of Bodies to Diversity of Voices in Schools" (Gary L. Anderson and Kathryn Herr); and (6) "Business Involvement in School Reform: The Rise of the Business Roundtable" (Kathryn Borman, Louis Castenell, and Karen Gallagher). Part 2, "Issues of Race in the Midst of Reform," contains the following chapters: (7) "Race and the Liberal Perspective in Chicago School Reform" (G. Alfred Hess, Jr.); (8) "Democratic Politics and School Improvement: The Potential of Chicago School Reform" (Sharon G. Rollow and Anthony S. Bryk); (9) "Do African American Males Need Race and Gender Segregated Education?: An Educator's Perspective and a Legal Perspective" (Kevin Brown); (10) "Community Politics and the Education of African American Males: Whose Life Is It Anyway?" (Kal Alston); and (11) "Creating an Irresponsible School Choice Program" (Charles L. Glenn). Part 3, "Is There a New Politics of Gender?," contains the following: (12) "The Underrepresentation of Women in School Leadership" (Colleen Bell and Susan Chase); (13) "Politicizing Executive Action: The Case of Hispanic Female Superintendents" (Flora Ida Ortiz and David Jude Ortiz); (14) "Politics of Denial: Gender and Race Issues in Administration" (Catherine Marshall); (15) "The Feminization of the Principalship in Israel: The Trade-off Between Political Power and Cooperative Leadership" (Ellen Goldring and Michael Chen); and (16) "What's Working for Girls?: The Reception of Gender Equity Policy in Two Australian Schools" (Jill Blackmore, Jane Kenway, Sue Willis, and Leonie Rennie). The single chapter in part 4, "Race, Gender, and the

Cultural Assumptions of Schooling," by Fazal Rizvi, provides perspectives from a critical policy analysis. References accompany each chapter. (LMI)

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